

LATIN NOTES

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AT SCHOOL—IN SCHOLIS

[EDITOR'S NOTE: Excerpts from a manuscript entitled *Latine Colloquamur* (pp. 40-42), by Rev. F. C. Capozzi, St. Mary's Episcopal Church, Wind Gap, Pa.]

1. Hello, James, where are you going in such a hurry?
Ohe, mi Iacobe, quo properas? (Quo te tam properanter confers?)
2. Don't you see my book-bag? I am going to school.
*Nonne hanc crumenam libris oppletam vides?
Manifesto ad (in) scholam eo. (Satis constat me scholas petere.)*
3. To what school are you going?
Dic, ad quam scholam vadis? (Dic, oro, quasnam scholas frequentas?)
4. I have been going to the University of Pennsylvania for the last three years.
Tertius hic annus quod Pennsylvaniensem Academiam frequento. (Tertium iam annum Pennsylvaniensem Universitatem studiorum frequento. Tres iam annos Pennsylvanienses Academicos studiorum magistros audio.)
5. Who are your teachers?
Dic, amabo, quos magistros audis? (Quibus magistris uteris? Amabo te, dic, qui te doctrinis erudiunt?)
6. Professor A. teaches science, Professor B. literature, Professor C. mathematics, Professor D. history and languages, and Professor E. philosophy.
Doctor A. me in artibus erudit, Dr. B. bonas litteras edocet, Dr. C. ad mathematicam (artes mathematicas) instituit, Dr. D. autem historia studiisque linguarum animos excolit. Philosophiae vero praecepta traduntur a Doctore E. (Optimi magistri A.B.C.D. et E. animos excolunt doctrinis artium, bonarum litterarum, mathematicae, historiae, philosophiae, reliquisque politoris humanitatis disciplinis.)
7. You are lucky in having men of such ability as teachers.
Tu es fortunatus, quod magistris peritissimis uteris. (Filius es tu quidem fortunae, quae facit ut viros summi ingenii et ad disciplinas peritissimos audias.)

8. What courses are you taking?

Quibus disciplinarum studiis te exerces? (Quibus studiis operam das? Quae doctrinarum studia persequeris? Qui studiorum cursus in politiore humanitatem tibi est?)

9. I am taking languages, both ancient and modern. Besides, I am attending a course of lectures on evolution by Mr. A., the New York liberal preacher.

Studiis linguarum cum veterum tum recentiorum operam do. Insuper humanissimum Novum Eboracensem praedictorem, Dominum A., de rerum evolutione disserentem assidue audio. (Insuper ille Novus Eboracensis praedicator, Dominus A., de rerum evolutione scholas habens me frequentem auditorem habet.)

10. Good! I like your courses. Your courses are well rounded.

Bene! (Euge!) Haec doctrinarum studia ego quidem vehementer probo. (Valde mihi probantur.) Per haec doctrinarum studia tibi cursus expeditus est ad omnem politiore humanitatem.

11. Won't you come along? Why not come along?

Me, si vis (sis) comitare! (Mihi te, sodes, comitem da!) Quin mihi comitem te adiungis?

12. With pleasure!

Libet tui comitem esse! (Gratissimum est te comitem habere!; libenter una tecum veniam!)

13. Let's go!

Age, eo (illo) contendamus! (Age, procedamus!) (Pergamus!)

14. Good morning, classmates!

Salvete, condiscipuli! (Avete, carissimi condiscipuli!)

15. Good morning, Charles!

Salve et tu, Carole! (Salvus sis et tu, optime Carole!)

16. Good morning, pupils!

Salvete pariter omnes, discipuli diligentissimi! (Salvi omnes per matutinum tempus sitis!)

17. Good morning, teacher!

Salve et tu, magister spectatissime! (Salvum et te, magister optime, per tempus matutinum volumus!)

18. I wonder if all of you know your lesson.
Miror an quisque vestrum didicerit quae discenda erant! (Mirum me desiderium tenet sciendi utrum omnes discenda didicerint necne).
19. Yes, sir, we do. We have studied hard.
Sane quidem didicimus. (Perdidicimus.) Scito, optime magister, nos in litterarum (bonarum artium) studia summa diligentia incubuisse.
20. Glad to know it! But, let us call the roll first. Let each one of you answer the roll.
Vestra diligentia vehementer gaudeo! At, priusquam alia aggrediamur, nomina recensenda sunt. Unus quisque vestrum ad nomen respondeat. (Singuli ad nomina respondeatis.)
21. Mr. A.!; Miss B.!; Master C.!
Dominus A.!; Dominula B.!; Dominulus C.!
22. Present! Here!
Adsum! Ecce me! (Ecce!)
23. Absent!
Abest!
24. Why is Mr. A. absent today?
Quid causae est cur hodie Dominus A. non adest? (Quid est cur hodie Dominus A. a scholis abest?)
25. He is sick at home.
Domi morbo detinetur. (Per infirmam valetudinem illi non licuit ad scholas venire.)
26. Sorry!
Mihi dolet! (De hoc quidem doleo!) (Dolenter hoc audio!)

METHODS IN TEACHING LATIN

The following brief description of the various methods used in teaching pupils to "read" Latin was contributed by W. L. Carr, Teachers College, Columbia University.

- I. **The "Natural" Method.** The teacher seeks to approximate in the classroom the procedure by which the child learns to read his own language; i.e., through much experience in hearing and speaking and finally through reading the foreign language as a language.
- II. **The Objective Method.** The teacher seeks, whenever this is possible, to associate the foreign spoken or written word directly with the object, act, or quality which the word represents.
- III. **The Oral Method.** The teacher emphasizes the value of hearing and saying the foreign word, phrase, or sentence as well as seeing the printed symbols.
- IV. **The "Direct" Method.** The teacher includes many features of the Objective and Oral Methods but attempts to make the foreign language the *medium* as well as the *end* of instruction. The pupil is encouraged to get the meaning of the spoken or written sentence *directly* and not *indirectly* (i.e., through transposition and transverbalization). The meaning of words and phrases

not capable of objective presentation are taught through explanations in the foreign language itself. Grammatical forms and principles of syntax are first learned through use, although they may later be organized in the form of paradigms and rules.

V. **The Reading Method.** The teacher includes many features of I, II, and III described above to cultivate in the pupil a language attitude toward the foreign language being studied and to help the pupil acquire a fundamental stock of foreign words and a working knowledge of the more important grammatical forms and syntactical usages. Emphasis in later stages is placed on getting the meaning *directly* from the printed page. The teacher may give the pupil much practice in speaking, hearing, and writing the foreign language, but only as a means to his acquiring ability to read and understand the foreign language in printed or written form. An essential feature of the method is much well-graded, meaningful, connected reading material in the foreign language, and the initial learning of vocabulary, grammatical forms, and principles of syntax *functionally*, although these elements may later be organized into word lists, paradigms, and rules for further drill. Translation of Latin into English or of English into Latin is *not* an essential feature of this method.

VI. **The Translation Method.** As under V above, the teacher puts chief emphasis upon the pupil's getting the meaning from the printed page, but regularly employs "translation" as the chief means of teaching the pupil the meaning of foreign words and sentences, and thereby encourages the pupil habitually to transpose the words of the foreign sentence into the familiar order of the vernacular and to transverbalize the foreign words into more or less near English equivalents. The skill developed is that of "decoding" the foreign sentence into the vernacular and the "S-R bond" set up and strengthened is between the printed word-symbol in the foreign language and the spoken word in the vernacular. For example, *e-q-u-u-s*: "horse," *e-q-u-i-s*: "to-or-for-horses;" *a-m-b-u-l-a-b-a-m*: "I was walking." As in the Reading Method, the pupil learns his vocabulary, forms, and syntax largely from repeated use, although these elements may later be organized into word lists, paradigms, and rules. Much "reading" material in the foreign language is an essential feature of the Translation Method.

VII. **The Grammar-Translation Method.** As under VI above, the teacher employs "translation" as the regular method of teaching the "meaning" of the foreign words and forms and also as the regular method of testing the pupil's understanding of the meaning of words, forms, and sentences.

The method differs from the Translation Method chiefly in that word-meaning, grammatical forms, and rules of syntax are regularly taught *formally* and in advance of their use in Latin-English or English-Latin translation exercises, instead of *functionally*, that is, from use in sentences. Connected "reading" material in the foreign language is not an essential feature of the Grammar-Translation Method as applied to teaching elementary Latin. In practice the Grammar-Translation Method admits of wide variation, especially as the method is presented in first-year Latin books:

1. The extreme grammar-translation type of book in which the pupil is directed to learn by rote the complete declension of a noun or a set of verb forms before he has an opportunity to meet these forms in sentence context.
2. The "piece-meal" grammar-translation type in which the pupil learns one or two noun or verb forms and then uses them in drill sentences before learning others.
3. The translation-grammar type in which the pupil first meets the various grammatical forms in "reading" material and later drills on them in paradigm form.

ANNOUNCEMENTS

The following new books are obtainable from The Macmillan Company, New York, N. Y.

1. *Ancient Greek, Roman, and Byzantine Costume*, by Mary G. Houston, tracing the history of costume from that of Crete in 1800 B.C. through the Byzantine styles of the twelfth century A.D. The book is profusely illustrated with line drawings and color plates, and gives valuable information on the draping of the ancient garments. Price, \$3.50.
 2. *Greek Sculpture and Painting to the End of the Hellenistic Period*, by J. D. Beazley and Bernard Ashmole,—a reprint of the chapters on Greek Art in *The Cambridge Ancient History*, with a few revisions. It is a short summary of the subject, followed by 248 attractive illustrations. Price, \$3.25.
 3. *The Rise and Progress of Classical Archaeology, with Special Reference to the University of Cambridge*, by A. B. Cook,—a pamphlet embodying a lecture on the subject by a professor of classical archaeology at Cambridge. Price, 75 cents.
- Roman Britain*, by R. G. Collingwood, an expansion of the author's shorter work on the same subject written nine years ago, embraces the results of all the archaeological discoveries since that time. It contains many illustrations and a map. Oxford University Press, New York, N. Y. Price, \$2.00.

An outline *Map of Classical Mythology*, 10 by 16 inches, is available for Latin teachers. It embraces the entire Mediterranean world and contains the

names of mythological persons and places, and numerous line drawings to illustrate well-known myths. Price, 100 or more copies, 10 cents each; 10 to 99 copies, 15 cents each; 1 to 9 copies, 20 cents each. Send all orders to Miss Martha H. Hoskins, Chaffee School, Windsor, Conn.

The Classical Bulletin for January, 1933 carries an article by Gilbert C. Peterson, S.J., entitled "Teaching the Gallic War as Caesar Wrote It," advocating the method of translating the text in thought-units. Anyone desiring to secure this paper may write to the Business Editor, St. Louis University, St. Louis, Mo. Price, 10 cents.

A REMINDER

The Service Bureau wishes to remind its readers of the loan collection of Loeb Classical Library translations of Greek and Latin authors first mentioned in *LATIN NOTES* for October, 1928. These volumes may be borrowed for a period of two weeks, for 25 cents plus the cost of postage both ways. Here is an excellent opportunity for widening the scope of your Latin reading in leisure moments. The original text appears on one page and a finished translation by some authoritative scholar on the opposite page.

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AMERICAN CLASSICAL LEAGUE MATERIAL AVAILABLE

[For complete list of material offered, address the American Classical League, New York University, Washington Square East, New York, N. Y.]

In 1929 the League published the *Charta Aeneidos Geographica* as part of its program to celebrate the Bimillennium of Vergil's birth. Since that time the map has been used throughout the country by thousands of teachers who have found it invaluable. The map is reproduced here for the benefit of those who are not acquainted with it or who did not have an opportunity to secure a copy during the Celebration.

This map, illustrating the wanderings of Aeneas, is beautifully executed in five colors and, when framed, makes an attractive addition to the decorative scheme of any room. Size, 24 by 36 inches. Price, \$1.00 postage prepaid. Limited supply on hand.

TO THE YOUNG LATIN TEACHER

What is your special problem? If it is VOCABULARY, the Service Bureau has the following items which it

384. Greek Proper Names in the First Six Books of Vergil's *Aeneid*, with a Sample of Each Declension. By Marguerite Kretschmer, Service Bureau for Classical Teachers. Price, 5 cents.
427. Increasing Latin Vocabulary through English. By Charles M. Stebbins, Erasmus Hall High School, Brooklyn, N. Y. Price, 5 cents.

SERVICE BUREAU MATERIAL AVAILABLE

This material appears in mimeographed or printed form. In the case of the former, the items may be borrowed with the understanding that the teacher pays the postage and returns the material within two weeks after its receipt, or they may be purchased for 5 cents each unless another price is stated. Printed items, however, known as LATIN NOTES SUPPLEMENTS and BULLETINS are not sent out as loans but must be purchased at the prices indicated. The material is listed in Leaflets published at the end of each school year, and containing a summary of items which have been announced in the LATIN NOTES for the year. These Leaflets are sent out free of charge.

I. In Mimeographed Form

(Numbering is continued from the January issue.)

444. Where Are We? How Latin Teachers Can Meet New Conditions. By Lillian B. Lawler, Hunter College, New York, N. Y. Price, 10 cents.



will gladly lend you, or which you can buy at the prices stated:

76. A Short Bibliography of Articles Dealing with the Teaching of Vocabulary. Price, 5 cents.
115. A List of Words Used Ten Times or More in the First Six Books of Vergil's *Aeneid*. By Marie B. Denneen, College for Women, Greensboro, N. C. Price, 5 cents.
180. Methods for Teaching Vocabulary in First-Year Latin. By Zetta Baker, Findlay, Ohio. Price, 5 cents.
248. Suggestions for Teaching Vocabulary. By Helen Dunlap, Senior High School, Lincoln, Nebraska. Price, 5 cents.
304. Methods of Teaching Vocabulary in First-Year Latin. By Mrs. E. P. Windman, Bridgeport, Ohio. Price, 5 cents.

445. A Clever Device for Memorizing Adverbs. By Hazelmoore Graves, Bells, Texas. Taken from *The Classical Journal*, November, 1932.
446. Latin Words Adopted into English. Taken from *A Latin Primer* by Clarence W. Gleason (Little, Brown, and Company).
447. Latin Prose Lessons Based on Vergil's *Aeneid*, Book I. By Marguerite Kretschmer, Service Bureau for Classical Teachers. Price, 10 cents.
448. A List of Secondary Latin Textbooks Published or Revised since 1920. By W. L. Carr, Teachers College, Columbia University.

II. Latin Notes Supplements

Fifty-one are now available. For classified list of titles and prices, see December issue of LATIN NOTES.

III. Bulletins

Twenty-seven are now available. For classified list of titles and prices, see December issue of LATIN NOTES.